Indiana Department of Education
SUPPORTING STUDENT SUCCESS

CLASSROOM INNOVATION IN MATHEMATICS GRANT 2010-11

OVERVIEW

Purpose: From 2005 to 2009, state scores in mathematics were stagnant, rising only one percentage point over the four-year span. At the state level, IDOE is currently exploring new, innovative classroom strategies that will help to push mathematics in Indiana forward. One such strategy is the integration of digital curriculum and technology into traditional teaching methodologies.

The purpose of the program is to provide a select number of LEAs with the opportunity to use digital mathematics curricula, technology-based instruction, and interactive white boards in lieu of traditional textbooks. This grant provides an opportunity for LEAs to pilot digital curriculum which can be readily aligned to changes in standards and to determine its effectiveness with their student populations and within their contexts. Following the grant, LEAs will either continue the use of digital curriculum through their textbook rental program or discontinue use of the digital curriculum and seek an alternative for curricular materials. Digital curriculum would need to utilize innovative strategies for instruction and represent a significant break from the traditional textbook-oriented instruction and be approved by the IDOE, but it would not serve as a standalone, online course that replaces the classroom teacher. In order to evaluate the effectiveness of these strategies, awards will be limited to schools that propose plans for either: 6th Grade, 7th Grade, 8th Grade, and/or Algebra I. The results of this pilot program will be used to evaluate the effectiveness of digital curriculum and provide data for schools that may look at adopting digital mathematics curricula in the future.

This grant program is funded through the David C. Ford Fund.

Application: Please fill out each part completely. For assistance, you may contact Zach Foughty at zfoughty@doe.in.gov or Phone: (317) 233-5019

I. GENERAL INFORMATION

1. Corp #	2. Corp Name
5350	MSD of Pike Township

3. Corp Address (Street, City, State, Zip)	4. Telephone
6901 Zionsville Road Indianapolis, Indiana 46268	317-387-2216

5. Contact Person's Name	6. Contact Person's Email Address
Beth Niedermeyer, Ph.D.	bhnieder@pike.k12.in.us

7. Contact Person's Address (Street, City, State, Zip)	8. Contact Person's Telephone
6901 Zionsville Road Indianapolis, Indiana 46268	317-387-2221

9. Superintendent's Name	10. Superintendent's Email Address
Nathaniel Jones, Ed.S.	natejones@pike.k12.in.us

11. # of Schools Participating	12. # of Students Being Served		13. # of Teachers Participating	
5	GCMS	90	Guion Creek MS (GCMS)	3
	LMS	90	Lincoln MS (LMS)	2
	NANC	90	New Augusta North MS (NANC)	3
	PFC	675	Pike Freshman Center (PFC)	6
	PHS	475	Pike HS (PHS)	6
	Total	1420	Total	20

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II. Project Abstract

Briefly describe the proposed project clearly and concisely using the space provided.

The MSD of Pike Township has full commitment from all secondary schools to make the pedagogical shift from a textbook driven core curriculum in teaching Algebra I (grades 7-12) to a technology based core curriculum piloting Agile Mind digital content. This ambitious departure from traditional instructional methods will be far reaching impacting over 1400 students and 20 teachers. **The project objectives are:** 1) create innovative, engaging curriculum using digital content through the integration of whiteboards, projectors, computer labs, and digital tablets; 2) improve student achievement in Algebra I using digital content as the core curriculum; 3) enhance instructional practices to strengthen student understanding and performance in Algebra; 4) embed ongoing assessment (Acuity and common assessments) to guide and differentiate instructional practice; 5) implement online testing for ISTEP+ and ECA. **The intended outcomes are**: 1) increase the number of students who pass ISTEP+ and the Algebra I ECA; 2) increased student engagement through technology integration and use of digital content; 3) increased use of online testing. The **rationale** for this project is clearly defined in Pike's student data: Pike's percent passing Algebra is a 42% and two of Pike's Middle Schools fall in the low growth, low achievement quadrant (Lincoln 42% and Guion 44%) and New Augusta (43%) falls in the low growth, higher achievement quadrant on the IDOE's Growth Model. This project will provide us with the systems needed to increase rigor, relevance, student engagement and achievement. In addition, this project has inspired Pike teachers to abandon long held traditional and ineffective practices to push Pike forward using innovative technology as the cornerstone of their instructional practice. There is nothing more exciting than that!

Please complete <u>one</u> grant narrative for your LEA which includes all schools. Narratives should be double spaced, 12pt Times New Roman font, and not to exceed 10 pages.

III. GRANT NARRATIVE

***Software Choice and Rationale*: Identify the digital content program you have selected. Describe how this program aligns with the purpose of the grant. Describe how this program will address the instructional needs of your students and teachers.**

After thoughtful review of several digital content programs, Pike has selected Agile Mind for a variety of reasons. It aligns with the purpose of the grant while meeting Pike's goal of strengthening instructional practice by offering innovative instructional strategies designed to improve student understanding and performance in Algebra I at the middle and high school levels. Agile Mind supports teachers in making a significant pedagogical shift from traditional teaching methodologies using a textbook, to the integration of interactive digital curricula.

Agile Mind also offers a comprehensive approach to teaching and learning Algebra and provides a strong conceptual framework consistent with the goals of NCTM which addresses the varying needs of Pike students including reaching out to boys, special needs, and English Language Learners (ELL). The software also represents a significant break from the use of traditional textbooks. It provides multiple representations to help students develop a deep understanding of standards which is imperative for laying a strong foundation for future math courses. The interactive animations, puzzles and explorations present key standards-based concepts in a way that is engaging for students while providing strong visuals to enhance retention and understanding (particularly important for visual, ELL and struggling learners). The structure of Agile Mind encourages high-yield teaching strategies and activities that provide targeted support for developing student academic vocabulary. Another strong component available in Agile Mind includes the digital manipulatives that support tactile learners.

Another important instructional tool offered by Agile Mind is the formative assessments. These robust assessments are key components that align with the skill development goals of each topic,

inform instruction, and support student learning. The assessments are efficient in that students complete them online and they are scored electronically. This quick turnaround gives teachers immediate meaningful disaggregated data that will guide lesson planning, identify gaps in student assessment, and strengthen differentiated instruction to better serve student needs.

Professional development is an impressive feature offered by Agile Mind. Their tremendous online teacher support includes advice from experts and online resources that include professional development opportunities. The PD focuses on integrating technology into classroom instruction and supporting diverse student learners without compromising best instructional practices which aligns well with Pike's instructional expectations. The extensive teacher support helps to strengthen their ability to identify and address gaps in content and pedagogical knowledge. Agile Mind also provides model lessons and daily support, presentation tools to deliver dynamic and concept rich lessons, and vocabulary support.

The professional development supports offered through Agile Mind combined with Pike supports will address the varying instructional and technological needs of teachers. Pike has learned the value of differentiating professional development to meet the varying needs of our teachers much like we differentiate student instruction. Our teachers have various knowledge and comfort levels with technology usage and integration, interactive, inquiry-based teaching methods, and mathematical content knowledge, so it is imperative that we offer not only summer trainings but also provide ongoing support throughout the year using our Pike technology district trainer, district level technology integrators, District Math Coach and Agile Mind Advisors. This collaborative professional development team will provide the support necessary for teacher success which increases student success.

Another factor that weighed heavily in our decision to select Agile Mind is the impressive

research conducted by the Charles A. Dana Center at the University of Texas. Their authorship provides a strong research basis from which to assure the Pike community that we are delivering the best opportunity for their children to succeed in mathematics and exit high school prepared for postsecondary pursuits. The Dana Center is widely recognized as a preeminent mathematics institute with close collaborative ties to NCTM, Achieve and the ADP network, Urban Math Leadership Network, common core standards and national STEM initiatives. Their work on state and national standards gives confidence the content will align to the rigorous requirements of college preparation and their understanding of pedagogy will help shape the way teachers approach the teaching of that content.

Therefore, Agile Mind was selected for use in Pike due to the strong digital content and manipulatives, engaging technology integration, correlation to NCTM standards, useful formative assessments, ongoing professional development, direct CIM grant alignment, and comprehensive research base. Pike teachers and administrators are committed to the success of this grant proposal because it supports a change in how student needs are addressed. Pike staff feels confident that this shift in a textbook driven classroom to one that integrates technology in a stimulating and engaging manner will enrich student learning opportunities considerably.

***Professional Development*: Describe the PD needs of your teacher for using interactive whiteboards and implementing digital curriculum and detail the specific plan for meeting those needs.**

Pike has identified the specific gaps that exist in three key areas: 1) between the expectations of the digital content and the technological skill level of the Algebra I teachers; 2) shift from the traditional instructional methods to more interactive and engaging methods; 3) between digital content knowledge needs and textbook content knowledge. These gaps will be addressed through ongoing conversations, grant proposal discussions, previous grant needs assessments, instructional audits, and observations of classroom technology use. Using this data, a detailed professional development plan

has been created centered around the specific technological needs of teachers involved in this initiative. Technological gaps include: 1) effective use of whiteboards; 2) implementation of Agile Mind digital content; 3) integration of all technology tools including projectors and digital tablets.

Professional development has been designed with these gaps in mind and Pike has planned PD sessions for technology use of projectors, the interactive white boards, and digital tablets. Training will be provided by the Pike technology integrator and the technology trainer. Teachers will be paid stipends to attend after school and summer sessions and will have several sessions from which to choose to accommodate their varied schedules. In addition the Pike District Technology Trainer will provide technology usage, trouble shooting, and implementation training during the summer, after school, and during Professional Learning Time (PLT) available during the day. The Technology Integrator will provide teachers with ongoing tech support in addition to curricular connections and guidance regarding student engagement.

Technology professional development will also involve the Agile Mind digital curriculum and how the content interfaces with the use of the interactive white boards. The Agile Mind implementation program for educators integrates embedded instructional planning and support tools with face-to-face professional development. Agile Mind Summer Institutes support the work of three key school groups—school leaders, teacher leaders, and teachers—with tools, protocols, and strategies to help develop capacity and extend capacity to support teachers. The professional development program includes three Agile Mind Advisor Sessions for each participating school to ensure teachers have the understanding of the services essential to student success.

Another important gap that will be addressed during summer professional development is the shift in pedagogy from textbook driven instructional practice to technology based core curriculum. This is a significant gap to close for our teaching staff since none of them have ever experienced

teaching digital content. The identified instructional gap is: 1) knowledge of best instructional practices regarding digital content core curriculum and technology integration. This plan will include the opportunity for ongoing discussions, reflection, and professional development based on research regarding the shift in pedagogical beliefs from a core curriculum that is heavily textbook based to one that is electronic based. Therefore, it is imperative to provide teachers with intensive support in the summer and throughout this transition so that they are comfortable and confident in best instructional practices that enhance rigor, relevance, and student engagement by the start of the 2010-11 school year. These sessions will involve research regarding best instructional practice and will take place in the summer, after school and during PLT.

A two day Agile Mind Professional Development Institutes in the summer will introduce teachers to strategies that help them in the effective use of the Agile Mind resources for enhancing student outcomes. Introductions to the function and use of the Agile Mind online resources enable teachers, with expert guidance, to incorporate alignment to state standards in their lesson planning, to select a usage models for implementation, to plan common lessons as the focus of implementation, and to agree on processes for analyzing student work.

Advisor Sessions are tailored to address the greatest needs of participating teachers at each school and will take place during the school year. Formal Advisor Sessions include pre-session analyses of school data, and, when appropriate, conducting phone interviews with district or school staff. Advisors then spend a half day working with teachers to develop implementation skills. Advisors are also available by phone and email for ongoing just-in-time support.

Collaborating with school leadership and teacher requests, the advisor determines the plan for the visit designed around the specific needs identified. Then sessions are developed ranging from short planning sessions to in-depth meetings to differentiate for teachers appropriately.

Agile Mind Advisor preparation work consists of: 1) planning with the School/Project Director to customize the visit activity based on the needs of the teachers at the school; 2) interacting with the Principal or mathematics instructional leader during the same day as services are delivered to other teachers; 3) utilizing online reports to analyze needs of students and teachers; and 4) preparing an updated status report outlining the current state of the site implementation.

The final professional development area addressed is the gap between content knowledge needs of teachers and the digital content. The identified content gap is: 1) understanding how Algebra content can be taught using a digital format and aligned with current curriculum maps. The professional development plan for content is having the teachers conduct an extensive review of the Agile Mind content to ensure increased understanding and identify parallels to traditional algebra content as well as enhancements to increase student performance. Sessions will be provided this summer for teachers to conduct a comparative analysis between Pike curriculum maps and the Agile Mind content to ensure alignment and update maps accordingly. The Math Coach and Agile Mind staff will be present to facilitate the review and dialogue.

In addition, teachers will have the option to attend a 2 week Institute this summer at Butler University focusing on Algebra content and instructional practice. This aligns well with the project objectives of this grant, yet will be funded by another grant.

Pike will assess the effectiveness of the professional development sessions and the success of implementation of the digital content using existing tools and structures that have proven to be very effective: professional development evaluations, observation checklists, teacher instructional audits, student success as indicated by data from Agile Mind formal assessments, grades, and common assessments. All data mentioned will be compiled and reviewed by the grant management team at each school and an action plan will be created with teacher input to address any areas of concerns to ensure

goal attainment.

MSD of Pike Professional Development Schedule

(designed to close gaps in technology skills, instructional practices and content knowledge)

- **Summer training June, July, August** – multiple sessions will be provided to allow teachers to select which session best fits their schedule and needs: 1) Interactive whiteboards, projectors, digital tablets – **3 hours**; 2) Integration of technology, standards, and assessment – **6 hours;** 3) Shift of pedagogical practice from textbooks to digital content – **3 hours**; 4) Agile Mind Professional Development Institutes (2 days) – **12 hours**; 5) Curriculum development to align digital content with curriculum maps – **6 hours**; 6) Butler Summer Institute (2 weeks) – Algebra Content and instructional practice – **60 hours.**

- Ongoing support throughout the year by scheduling monthly articulation meetings for all Algebra teachers participating in the grant (grades 7-12). These meetings will allow for collaboration, co-planning, trouble shooting, and lesson sharing.

- Weekly professional learning time will be dedicated for Algebra I teachers to discuss curriculum alignment, assessments, pedagogy, instructional practice, technology integration throughout the entire school year.

- Agile Mind will provide initial PD and visit each school three times a year to observe and support the fidelity of the program.

***Implementation Plan – Digital Content*: Describe your plan for monitoring the implementation of the digital content with fidelity to program guidelines.**

The roles and responsibilities for ensuring implementation with fidelity will be a team approach involving frequent classroom visits and monthly activity report monitoring. **The Management Team**

will conduct classroom observations monthly to monitor the digital content implementation using the Agile Mind checklist of observable traits indicative of productive appropriate implementation. Monthly meetings will take place among the management team to review observations and activity reports, identify strengths and concerns, plan for review with each school team and identify specific professional development needs. In addition, the reports in Agile Mind generate a comprehensive status of district data disaggregated by school, teacher, and of course that will be used by administrators to ensure the 80% digital curriculum requirement is met.

School administrators will be responsible for building time in the schedule to discuss implementation successes and challenges centered on maintaining the integrity of the program. They will also arrange for teacher release time to work with the math coach, technology integrators and the Agile Mind staff to focus on program implementation and instructional fidelity.

The district math coach will be responsible for making classroom visits on a monthly basis to offer her implementation support, observe program fidelity, identify specific professional development needs, model effective lessons, and co-plan (these visits combined with the building and district staff will ensure that Algebra I teachers will be observed 2-3 times per month). The district coach will ensure that teachers are achieving 80% of instruction through Agile Mind digital content and will provide support if challenges or concerns arise.

All participating **Algebra teachers, building, and district leaders** will interact through monthly district meetings to support each other in implementation. Meetings will be facilitated by the district math coach and/or Asst. Supt. of Curriculum and Instruction. These meetings will give teachers and administrators an opportunity to interact with one another, engage in content and instructional conversations, discuss effective implementation strategies, review usage reports, identify usage challenges, devise plans to address usage challenges, support the program integrity and fidelity and

ensure accountability.

In order to ensure 80% of the content is taught through digital means, **department chairs** will facilitate weekly PLT (HS) and dept. meetings (MS) to support the transition from a textbook-based curriculum to a digital-based core curriculum. This ongoing support will give teachers the opportunity to ask questions, share technology usage tips, review student data, consult with Agile Mind Advisors, evaluate usage reports, and share successes experienced by having students online for at least one hour per week per student.

With the purchase of additional computer carts combined with using existing computer labs in all 5 Pike Schools, students will have weekly access to a lab for at least one class period. Principals will work closely with Algebra I teachers to assure computer lab schedules align with math course schedules.

Implementation Plan – Interactive Whiteboards: **Outline your current inventory of interactive whiteboards, how you can realign current inventory to meet program goals of one interactive whiteboard per classroom mathematics teacher, and what funds you would apply for in order to address these gaps.**

In the 5 schools participating in this grant, PHS currently has **3** interactive whiteboards in the media center that can be checked out for use by 128 teachers and the Pike Freshman Center has **2** interactive whiteboards available for 42 teachers to checkout for use. None of the middle schools have any interactive whiteboards available. This grant offers the potential for over 1400 Algebra I students to experience learning through technology that has not been available in the past. Since there are so few interactive whiteboards available at the freshman center and high school, it is extremely difficult for teachers to count on their use. Therefore, we propose using these grant funds to purchase one interactive whiteboard for every Algebra I teacher. The interactive whiteboard will integrate with the Agile Mind software to enhance instructional practice using innovative instructional methods. Gaps in other technology equipment such as the projectors and notebooks will

be filled by realigning existing equipment & using capital project funds to purchase new equipment.

***Implementation Plan – Online Assessments*: Describe each school's capacity and commitment to administer online ISTEP+ and ECA assessments, as well as Acuity Assessments, both with and without additional lab space that grant funds could provide. Describe how teachers will ensure that students are trained on how to properly complete online assessments.**

Pike is committed to and has the capacity to administer online ISTEP+, ECA and Acuity Assessments both with and without additional lab space provided by grant funds. Pike's Data & Assessment Coordinator has developed two testing schedules: one with existing computer labs and one with an additional lab per school funded by this grant. The schedules have been reviewed by the principals and the concerns expressed regarding the use of existing labs included a very tight testing schedule that is adequate but limited in times for make-up tests and for students requiring special accommodations. In the event of a shortage of time using existing labs, a plan has been developed to transport lap top carts from other Pike locations for students at the MS, PFC, & PHS to use. One additional lab at each of the 5 participating schools would increase availability for special testing accommodations and make-up tests for absences, provide a natural classroom environment for testing, and allow for other content area teachers to continue their technology integrated student projects during testing windows.

Pike's plan to ensure student success using an on-line testing environment includes offering practice tests on computers, lessons sharing online testing strategies, and using Agile Mind online formative assessments. Class discussions will include highlighting the parallels between Acuity, ISTEP+, ECA tests and the ACT and SAT students will take in the future. Students will develop an understanding of the importance of online testing, developing a comfort level with computer-based tests and learn the value of how immediate feedback enhances their learning opportunities. Students will be encouraged to identify their on-line testing concerns and brainstorm many solutions to address the concerns.

IV. BUDGET

See program overview for allowable costs. List each expenditure on a separate line.

Expenditures Budget
(Use a separate line for each expenditure, and add rows as needed)

Expenditure Description	Person Responsible	Cost per Unit	Number of Units	COST
Digital curriculum subscriptions – Agile Mind Algebra I	Doug Walker – Director of IT	$30.00	1420	$42,600.00
Professional development reimbursements (Stipends) 30 hours per teacher	Beth Niedermeyer – Asst. Supt.	$23.00	600	$13, 800.00
Interactive whiteboard SMART Board SB 680	Doug Walker – Director of IT	$1399.00	20	$27,980.00
LCD Projectors Sanyo PLCXW 200	Doug Walker – Director of IT	$780.00	20	$15,600.00
HPO Mini 5102 Digital Notebook	Doug Walker – Director of IT	$858.00	145	$124,410.00
Acuity Algebra set-up fee		NA	NA	NA
Cost for Acuity Algebra administration (per student)	Melissa Burnside – Testing Coordinator	$2.00	1420	$2,840.00
Costs related to online assessment		NA		
			Total Funds Requested	$227,230.00

LOCAL SHARE*

***This is not a requirement for the grant, but it will help us to determine the additional resources need at the local level.**

Expenditures Budget
(Use a separate line for each expenditure, and add rows as needed)

Expenditure Description	Person Responsible	Cost per Unit	Number of Units	COST
Professional Development Stipends (monthly articulation meetings) 14 hours per teacher @23.00 an hour	Beth Niedermeyer – Asst. Supt.	$322.00	20	$6,440.00
Additional lab set up - Notebook Lab Carts	Doug Walker – Director of IT	$1100.00	5	$5,500.00
Installation for Interactive Whiteboard and projector	Doug Walker – Director of IT	$1500.00	20	$30,000.00
HPO Mini 5102 Digital Notebook	Doug Walker – Director of IT	$858.00	5	$4,290.00
Math Coach .25 salary and benefits	Beth Niedermeyer – Asst. Supt.	$13,371.00		$13,371.00
Butler Summer Institute on Algebra content knowledge – registration fee	Kathy Sharpe – Director of PD	$450.00	20	$9000.00
			Total Funds Requested	$59, 601.00

V. ASSURANCES

By checking each box below, you agree to the following assurances:

- ✓ The LEA assures that Acuity online assessments will be administered to assess student growth during the grant period (e.g. Acuity Predictive or Pre/Post Test; the exact assessments will be determined by the DOE, but will not exceed 3 tests during the school year, excluding ISTEP+ and ECA).
- ✓ The LEA assures that, given favorable results on a statewide level, it will give serious consideration to sustained use of digital curricula in all schools in the LEA until the next textbook adoption cycle (2016-17 school year).
- ✓ The LEA assures that the selected digital curriculum will be implemented, with fidelity, as the core curriculum for all mathematics classrooms (6th Grade, 7th Grade, 8th Grade, and/or Algebra I) at each school that receives grant funds, for the duration of the school year. "With fidelity" implies that districts will take the steps necessary to implement the digital curriculum as outlined by the vendor.
- ✓ The LEA assures that teachers will be provided with professional development necessary to implement digital curriculum with fidelity. Professional development includes, but is not limited to, training on digital curriculum software, integrating interactive whiteboards into a standards-based classroom, and using Acuity assessments to guide instruction.
- ✓ The LEA assures that funds used for interactive whiteboards will remain in mathematics teacher classrooms for the duration of the program. Any realignment of current inventory for these purposes will also remain in effect for the duration.
- ✓ The LEA assures that all 7th and 8th grade students in Algebra I will take the Algebra ECA online.
- ✓ The LEA assures that all students will take the ISTEP+ online, unless the school can demonstrate an inability to test all students online.
- ✓ The LEA assures that all teachers that use digital curriculum will participate in an *anonymous* evaluation of the program to determine its ability to impact teaching methods.
- ✓ The LEA assures that classrooms in which digital curriculum is being used will be available for observation by certain members of the Department of Education, with reasonable notification, to provide for a qualitative analysis of program effectiveness.
- ✓ The LEA assures that all students will complete a survey regarding the effectiveness of the digital curriculum.
- ✓ The LEA assures that all hardware and software implementations will be put in place before the start of the 2010-11 school year and that professional development related to this program will begin before the start of the 2010-11 school year.
- ✓ The LEA agrees to keep such records and to provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: Grade Levels:

NAME	POSITION	Signature
1.	Superintendent	
2.	District Math Coordinator	
3.	District Assessment Coordinator	
4.	GCMS Principal	
5.	GCMS Math Department Chair	
6.	LMS Principal	
7.	LMS Math Department Chair	
8.	NANC Principal	
9.	NANC Math Department Chair	
10.	PFC Principal	
11.	PFC Math Department Chair	
12.	PHS Principal	
13.	PHS Math Department Chair	

VI. SIGNATURES

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School Name: GUION CREEK MIDDLE SCHOOL Grade Levels: 6–8

	NAME	POSITION	Signature
1.	Nathaniel Jones	Superintendent	
2.	Beth Niedermeyer	District Math Coordinator	
3.	Missy Burnside	District Assessment Coordinator	
4.	Kurt Benjamin	GCMS Principal	
5.	MELANIE REINOEHL	GCMS Math Department Chair	

VI. SIGNATURES

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School Name: LINCOLN MIDDLE SCHOOL Grade Levels: 6-8

NAME	POSITION	Signature
1. Nathaniel Jones	Superintendent	
2. Beth Niedermeyer	District Math Coordinator	
3. Missy Burnside	District Assessment Coordinator	
4. Shelly Jo Haley	LMS Principal	
5. Carol Wilhite	LMS Math Department Chair	

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: NEW AUGUSTA NORTH **Grade Levels:** 6-8

NAME	POSITION	Signature
1. Nathaniel Jones	Superintendent	
2. Beth Niedermeyer	District Math Coordinator	
3. Missy Burnside	District Assessment Coordinator	
4. Ken Coydnet	NANC Principal	
5. Russ Lush	NANC Math Department Chair	

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: **Pike Freshman Center** Grade Levels: **9**

	NAME	POSITION	Signature
1.	Nathaniel Jones	Superintendent	
2.	Beth Niedermeyer	District Math Coordinator	
3.	Missy Burnside	District Assessment Coordinator	
4.	Larry Morwick	PFC Principal	
5.	Kathleen Smith	PFC Math Department Chair	

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VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: **Pike High School** Grade Levels: **10-12**

NAME	POSITION	Signature
1. Nathaniel Jones	Superintendent	
2. Beth Niedermeyer	District Math Coordinator	
3. Missy Burnside	District Assessment Coordinator	
4. Troy Inman	PHS Principal	
5. Kathllen Smith	PHS Math Department Chair	